



Stilgebauer Award 2010 – Application Form

Please provide the information below. This application form needs to accompany the Project Summary for the project to be considered for a Stilgebauer award. Individuals or teams may complete the required information for their own project(s) or for another teacher or group's project	
Project Name: <u>Staying Connected to the Classroom Through Skype</u>	
School Regional Area	<input checked="" type="checkbox"/> North Cook <input type="checkbox"/> South Cook <input type="checkbox"/> West 40
District Name	<u>Northbrook</u>
District No.	<u>28</u>
Name(s)-Teams with up to 5 members will be accepted! Include all names.	Email Address(s)
* <u>Colleen Sanchez</u>	* <u>csanchez@northbrook28.net</u>
*	*
*	*
*	*
*	*
School Name	<u>Greenbriar School</u>
School Street Address	<u>1225 Greenbriar Lane</u>
School City, State, Zip	<u>Northbrook, IL 60062</u>
School Phone Number	<u>(847) 504-3755</u>
If you are providing information to nominate another teacher or group, please provide your information below (if different from those named above).	
Nominator's Name	
Nominator's Phone #	
Best Contact Time	
Nominator's Email	

Please attach the Project Summary to this form and send to Learning Technology Center One Central at 2701 W. Washington Blvd., 2nd Floor, Bellwood, IL 60104

Project Descriptive Title: Staying Connected to the Classroom Through Skype

Project Abstract: While a student was at home recovering from surgery, our class used Skype to keep him actively involved academically and socially.

Grade Level: This activity involved a fifth grade class, but can be applied to all grade levels.

Subject Area: This activity focused on math, social studies, and language arts.

Technological resources used: Students used an Internet connection, Skype, an interactive white board, projector, speakers, MacBook, digital camera.

Other material used: Individual dry erase boards, markers, Revolutionary War Jingo (Bingo) player cards and clue cards, poetry journals.

Illinois Learning Standards:

Math

6.B.2; Solve one- and two-step problems involving whole numbers, fractions and decimals using addition, subtraction, multiplication and division.

6.C.2a; Select and perform computational procedures to solve problems with whole numbers, fractions and decimals.

Language Arts

1.C.2e Explain how authors and illustrators use text and art to express their ideas.

2.A.2a Identify literary elements and literary techniques in a variety of literary works.

3.B.2a Generate and organize ideas using a variety of planning.

3.C.2a Write for a variety of purposes and for specified audiences in a variety of forms including narrative, expository and persuasive writings.

3.C.2b Produce and format compositions for specified audiences using available technology.

Social Science

16.B.2b (US) Identify major causes of the American Revolution and describe the consequences of the Revolution through the early national period, including the roles of George Washington, Thomas Jefferson and Benjamin Franklin.

Social Emotional

2A.2a. Identify verbal, physical, and situational cues that indicate how others may feel.

2A.2b. Demonstrate how to work effectively with those who are different from oneself.

2C.3a. Analyze ways to establish positive relationships with others.

ISTE National Educational Technology Standards:

1. Creativity and Innovation: a) Students apply existing knowledge to generate new ideas, products, or processes.

2. Communication and Collaboration: a) Students interact, collaborate, and publish with peers, experts, or other employing a variety of digital environments and media.

5. Digital Citizenship: a) Students advocate and practice safe, legal, and responsible use of

information and technology. **b)** Students exhibit a positive attitude toward using technology that supports collaboration, learning, and productivity. **c)** Students demonstrate personal responsibility for lifelong learning. **d)** Students exhibit leadership for digital citizenship.

6. Technology Operations and Concepts: **a)** Students understand and use technology systems. **b)** Students select and use applications effectively and productively. **c)** Students troubleshoot systems and applications. **d)** Students transfer current knowledge to learning of new technologies.

Process: Our Skype project started out as a “visit” with a student (Scott) in the hospital recovering from surgery. Being able to communicate with this student who was unable to physically attend school, had such a positive affect on the other students, that they were inspired to create other ways to Skype. The students and I brainstormed ideas for lessons that would keep Scott actively involved from home *and* engage all other students in learning. These ideas included a math lesson on long division, a review of the Revolutionary War through the use of the game Jingo (similar to Bingo), and a poetry lesson. All of the students used dry erase boards and markers to assist Scott in learning the concept of long division. During a social studies review game, Scott was the caller and read aloud the clue cards to the class. The class visited a diamond website to practice writing a poem in the proper format. The students wrote and shared their diamond poems with Scott. He wrote a poem that described his surgery.

Integration: During the Skype lessons with Scott, I witnessed a positive change in all of my students because they were motivated to learn. On the mornings we planned to Skype, the students came to school full of anticipation for the lesson and they were anxious to see and interact with Scott on the large white board. They learned how to set up a Skype account and saw the advantages of using it for educational purposes. Securing parent permission and the importance of only using Skype to talk with people students know personally was also stressed. Some have used it at home to keep in touch with their peers and family members. This learning experience was unique and kept the students fully engaged throughout the entire lessons. Through the use of Skype, our class kept a student involved academically and socially in order to make the transition back to school a smooth one.

Reflection: Reflecting back on this event, I feel these lessons were powerful and I was very pleased with the outcome. This was the first time many students had used Skype, especially in a learning context, and they in turn have taught family members how to use this application. In order to help teach the math lesson to Scott, the students needed to have a strong understanding of the process of long division. In my ten years of teaching 5th grade, I have never seen students grasp this concept so quickly. This has changed my teaching because I now understand the importance of searching for new and exciting ways to present information to my students. Technology has opened doors for a wide-range of activities to be introduced into my classroom, while keeping the students highly motivated and engaged. The highlight of these lessons was seeing the expression on Scott’s face as he interacted with his classmates. The students felt a sense of pride as they offered encouragement and kept Scott’s spirits up. They were part of Scott’s healing process from the beginning and they have created a bond that will be remembered for a lifetime.